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ABSTRACT

The Educational Service Unit's Entry-Year Assistance program is designed to provide the entry-year teacher with technical assistance to insure the first year of teaching is a successful and productive one for the teacher and also for the students. The Assistance Team consists of the beginning teacher, a principal or administrator, a mentor teacher, and the Educational Service Unit consultant for the program. A description is given of how the team is selected and the responsibilities of each member. The program provides coaching, professional stimulation, and practical help for the teacher. The training program for members of the Assistance Team is described as well as program requirements, the competencies the beginning teachers is expected to demonstrate, year-end evaluation, application procedures, and the role of the mentor teacher. The forms used to guide and clarify the goals of the program for the teacher and for team members are attached. (JD)

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ENTRY YEAR ASSISTANCE PROGRAM

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SP 028 453

EDUCATIONAL SERVICE UNIT #11 ENTRY-YEAR ASSISTANCE PROGRAM

Definition: The Educational Service Unit's Entry-Year Assistance Program is to provide the entry-year teacher with technical assistance to insure their first year of teaching is a successful and productive year for the teacher and also the students that will be impacted by the teacher's presence. Technical assistance will be provided by a mentor teacher, administrator and the Entry-Year consultant from Educational Service Unit #11.

Entry-Year Assistance Team:

The Educational Service Unit Entry-Year Assistance Team consists of the entry-year teacher, a principal or administrator, a mentor teacher and the Educational Service Unit consultant for this program. The mentor teacher for each individual school district was selected from their peers and also from a pool of volunteers who would like to serve in the capacity of a mentor teacher.

A chairperson shall be chosen by the Entry-Year Assistance Committee at their organizational meeting. The chairperson shall have responsibilities for completing all applicable forms, records and correspondence. The chairperson shall also be the contact person for the consultant from the Educational Service Unit.

The mentor teacher shall have responsibility for providing consultative assistance and serving as a teaching model for the beginning teacher.

The consultant from the Educational Service Unit shall provide consultative assistance to the team and to the beginning teacher.

The administrator shall serve as the educational leader and the resource person for the Entry-Year Assistance Committee.

A beginning teacher shall be able to request a change of one member of the initial assistance committee within the first thirty (30) days after the beginning of the Entry-Year Assistance Program and such requests shall be honored by the Entry-Year Assistance Committee.

The consultant for the Entry-Year Assistance Program shall meet prior to September 15 to plan and organize procedures and schedule for assistance to be provided for the beginning teacher.

The Entry-Year Assistance Committee shall provide assistance in the area of formal observation of the beginning teacher, each member of the entry-year assistance committee shall conduct a separate formal observation of the beginning teacher at least three times each school year. The first observation made by each team member shall be conducted prior to October 30th and will be a minimum of one (1) class period in a single teaching day. The second and third observation by each team member shall be of the same duration as the first. A pre and post conference shall be held with the beginning teacher as near, as reasonably possible, to the time of classroom observation. A written report of each formal observation shall be submitted

to the team chairperson with a copy to the beginning teacher. These observations are kept in a separate file and become the property of the entry-year teacher upon completion of the Entry-Year Assistance Program.

Informal observations and conferences may be arranged as requested by the beginning teachers or by a member of the Entry-Year Assistance Committee.

Full committee conferences, at least one such conference shall be held with the beginning teachers after each committee member has completed the initial observation but not later than October 30th to discuss progress of the beginning teacher, to offer suggestions, and to discuss issues raised by the beginning teacher or committee member. A second observation cycle shall be completed by December 30th and a third cycle by March 30th with a full committee conference at the conclusion of each observation cycle.

Entry-Year Assistance Team Training: Coaching, as a strategy for staff development, emerges from studies on effective inservice by Bruce Joyce, Judith Little, Tom Bird, and Beverly Showers. The research indicates that people develop mastery and application of new skills best when they are placed in coaching situations. A coaching component consists of a support group which is the Entry-Year Assistance Team Committee. The purpose of this Entry-Year Assistance Support Group is to provide professional stimulation, practical help based on the expertise of other teachers and the mentor teachers and to personally support the entry-year teacher in their first year of teaching.

The training schedule for the Entry-Year Program is divided into four one day trainings which are held in September, October, December and March. The Entry-Year Assistance Teams meet at a location away from their schools, which research indicates is the best for training, and this site is Holdrege, Nebraska.

The initial training and concept involves teaching the Entry-Year Assistance Team the components of coaching, the support group and peer observation. The mentor teacher, the entry-year teacher, the administrator and the consultant for this program all participate in the training. This allows the entry-year teacher and the team to have the same vocabulary and be trained in peer observation and conferencing skills.

The elements of this training will cover the content of knowledge of child growth and development, content area, human relation skills, knowledge and use of materials, planning skills, classroom management skills and instructional skills.

Throughout the four one-day trainings there is scheduled, the team building concept and sharing of ideas and concerns. The group is periodically split into entry-year teachers as a group, the administrators as a group and the mentor teachers as an individual group. To further enhance the team building concept, several times throughout the training, these groups are split up so entry-year teachers have the opportunity to meet other mentor teachers and administrators.

The training consists of specific content area involving teaching strategies and also the components of effective instruction. These include selecting an objective at the correct level of difficulty, teaching to the objective, monitoring the learning, and principals of learning. These strategic areas can be found in the appendix of this handout.

Entry-Year Assistance Program Requirements:

The Entry-Year Assistance Program for Educational Service Unit #11 is provided by the Educational Service Unit. The local school districts who participate in this program share the cost of the presenter for the four days of training. This is very cost effective. Schools share in this cost and schools are taking on the financial responsibility for substitutes, mileage and other related expenses. The school districts within the service unit boundaries indicated to our Advisory Council that this is a priority for the schools within our service unit area.

The Entry-Year Assistance Committee shall be selected and assigned by the participating school districts within the service unit area boundaries. The committee members shall be selected from lists of individuals who have received a recommendation or approval from their individual educators or from professional educational organizations and agencies.

Competencies:

With the training that is provided to the entry-year teacher and also their pre-service training, the following competencies shall be the responsibility of the beginning teacher. This list which is in the appendix serves as a guide to the beginning teacher and to the assistance committee throughout the assistance program. The entry-year teacher is provided with the observation instrument at their first conference meeting. This observation instrument can be located in the appendix of this handout.

The competencies for the entry-year teacher consist of instructional techniques, instructional content, assessment of student learning, classroom management, interpersonal relations and professionalism.

Completion of Program:

Successful completion of the Entry-Year Assistance Program shall be determined through a majority decision of the Entry-Year Assistance Committee based on the information obtained throughout the year that the beginning teacher satisfactorily demonstrates the competencies and has successfully completed the Entry-Year Program. This information shall be communicated to the beginning teacher at an exit conference toward the end of the school year. This recommendation is then presented to their local school board.

A decision to recommend a subsequent year in the Entry-Year Assistance Program shall be supported by specific written suggestions for continued assistance during the second year of the program. This information will be communicated to the beginning teacher at an exit conference prior to the end of the school year.

Upon the completion of the Entry-Year Assistance Program, a beginning teacher receives their file that has been developed and accumulated during the first year of their program. None of this information goes into any permanent file of any teacher. This enhances the concept of offering assistance to the beginning teacher and not an evaluation process.

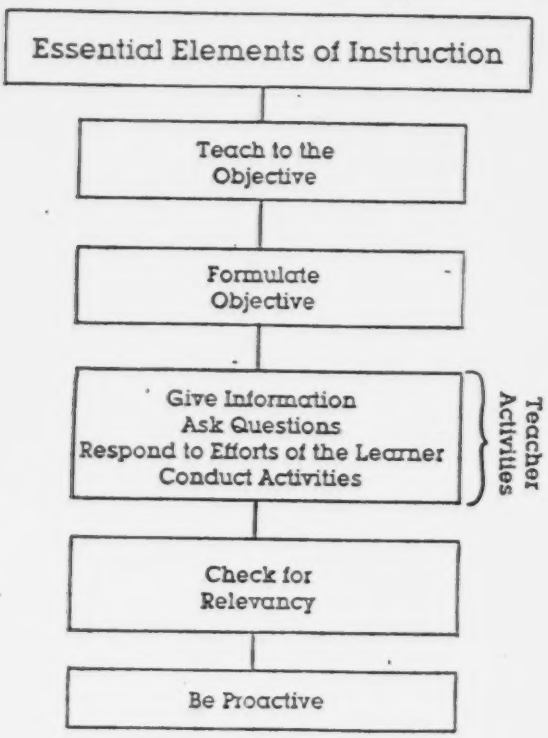
Application Procedures:

The Entry-Year Assistance Program developed by Educational Service Unit #11 will be submitted to the Nebraska State Department of Education when so designated and shall include the plan for the beginning teachers, a listing of personnel that is serving each Entry-Year Assistance Committee by local school district, and a description of the Entry-Year Assistance Program as developed for Educational Service Unit #11's respective school districts.

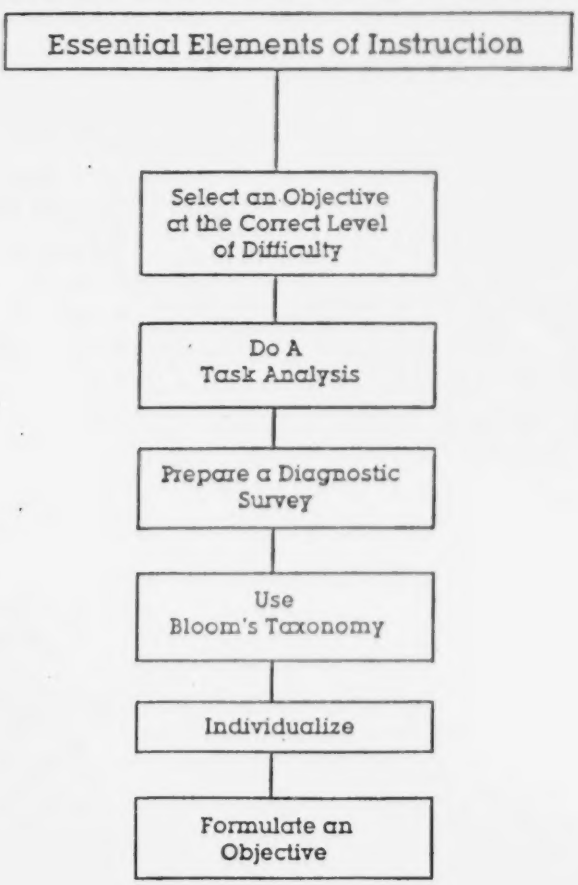
Role of Mentor Teacher:

The role of the mentor teacher is to offer technical assistance on a daily basis especially at the beginning of the school year. The mentor teacher provides the beginning teacher an immediate support group before school starts and especially through the first two months of the school year. The mentor teacher also serves as a model of good instruction for the beginning teacher. The plan of the service unit is to have the mentor teachers responsibility to be a rotating base from year to year. This rotation method will allow a large group of mentor teachers to eventually be trained over a five year period. The mentor teacher qualifications include being a respected member of that teaching community and having the ability to communicate effectively with a fellow teacher. In our small schools the mentor teacher for a secondary person will not be a subject area mentor teacher but will be a teacher who has expertise in learning strategies and teaching skills. For the content person there is the capability of after school visitation with fellow teachers in the content area from neighboring districts. The mentor teacher plays an extremely valuable role in the Entry-Year Assistance Program. They offer the technical assistance most readily when needed by the entry-year teacher. The mentor teacher and the entry-year teacher do attend all the trainings so they have the same vocabulary and information to work from plus the mentor teacher is trained in conferencing and observations skills together with a coaching component.

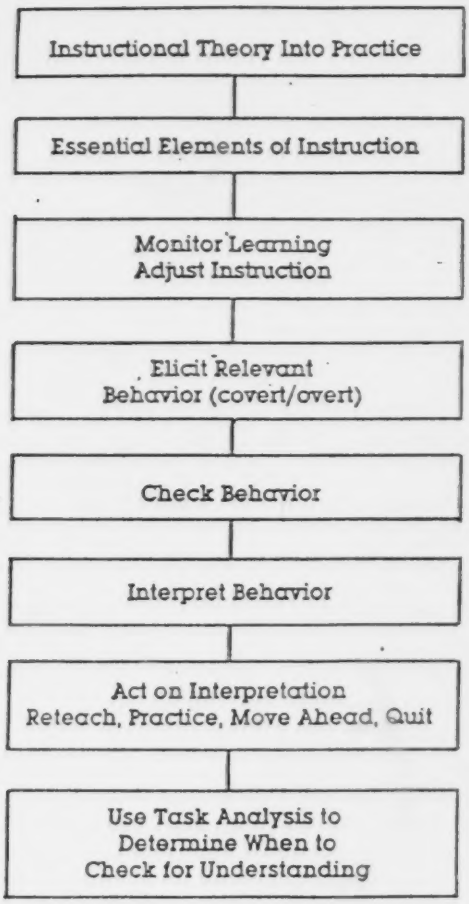
Teach to the Objective



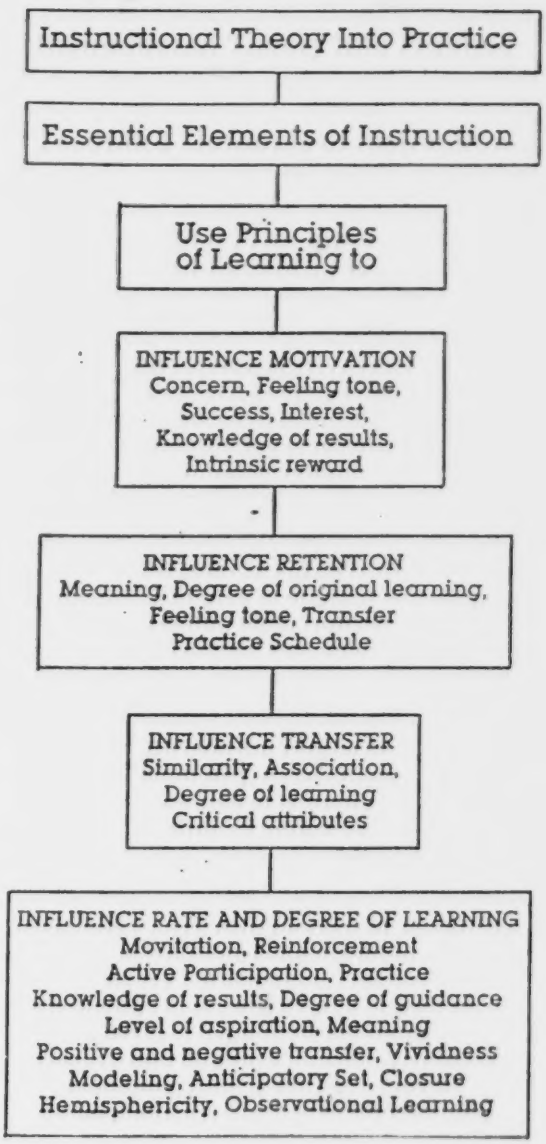
Select an Objective at the Correct Level of Difficulty


Essential Elements of Instruction
Select an Objective at the Correct Level of Difficulty
Do A Task Analysis
Prepare a Diagnostic Survey
Use Bloom's Taxonomy
Individualize
Formulate an Objective

Monitor the Learning



Principles of Learning



ESU #11 ENTRY-YEAR ASSISTANCE PROGRAM

Pre-Conference

Teacher's Name _____ Date _____

LESSON OBJECTIVE

1. What will you be presenting in your lesson and what is the purpose?

2. What are the students expected to know upon completion of the lesson?

THE LESSON

1. Is this an introductory lesson? If no, briefly describe what has led up to it in previous lessons.

2. What materials will you be using? (worksheets, maps, audio-visual, chalkboard)

OBSERVATION

1. Where would you like me to be situated during the lesson?

2. Is there anything special I should know ahead of time about this class?

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ENTRY-YEAR TEACHER OBSERVATION INSTRUMENT

Entry-Year Teacher's Name_____ Date_____

Subject/Grade_____ Committee Meeting 2, 3, or 4 (Circle)

School District_____ Superintendent_____

Assessment by:

Mentor Teacher_____ _____
Print Name School

Administrator_____ _____
Print Name School

ESU #11 Consultant_____
Print Name

Instructions

This instrument is to be completed by each of the Committee members for Committee Meetings 2, 3 and 4 as outlined in the Entry-Year Assistance Program Regulations.

There are six (6) categories to which you are requested to respond: (1) Instructional Content, (2) Instructional Technique, (3) Classroom Management, (4) Assessment of Student Learning, (5) Interpersonal Relations, and (6) Professionalism. Following each category there are several descriptive statements indicating some of the characteristics and/or behaviors to be considered in formulating your overall written response to the category.

Please address strengths, concerns, and recommendations under the six categories.

_____

_____

I, the Entry-Year Teacher, have discussed the narrative of this assessment with my Entry-Year Assistance Committee.

Comments:

Signature_____
Chairperson Date

Signature_____
Entry-Year Teacher Date

Signature_____
Administrator Date

Signature_____
ESU #11 Consultant Date

Signature_____
Mentor Date

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Compétencies related to instructional technique--The teacher:

- Organizes time, resources, and materials for effective instruction.
- Makes clear and adequate explanations of materials to be used, procedures to be followed, and expectations for student involvement.
- Implements a variety of instructional strategies to motivate students.
- Recognizes and uses opportunities for impromptu teaching.
- Encourages class participation through interaction with students and feedback.
- Develops lesson plans and units which are creative, relevant to students, and appropriate to the curriculum objectives.
- States desired objectives prior to instruction. Motivates and gives directions that are clear and appropriate to students needs and desired outcomes.
- Uses closure to promote application of learned ideas and skills.
- Develops and modifies learning activities and sequences to reflect the learning rate, learning style, and previous experiences of the individual students.

Strengths:

Concerns:

Recommendations:

Competencies related to instructional content--The teacher:

- Understands and applies current subject goals in learning activities.
- Handles questions concerning facts, concepts, and principles in subject areas accurately.
- Relates subject area to other areas of curriculum.
- Explores and uses new ideas in the subject area.
- Asks questions that are clear, seeks appropriate levels of thought and inquiry, and provides structures for the adequate development of key ideas.
- Understands the concepts of mainstreaming, special education, and gifted education.

Strengths:

Concerns:

Recommendations:

Competencies related to professionalism--The teacher:

- Maintains a friendly, cooperative, and helpful relationship with other employees.
- Exhibits leadership by sharing knowledge and techniques with other faculty.
- Works effectively as a member of an educational team.
- Demonstrates evidence of professional demeanor, scholarship, and behavior.
- Effectively expresses self in written and verbal communication using correct grammar and appropriate vocabulary.
- Demonstrates appropriate behavior and composure in a variety of situations.
- Uses current educational theories and practices.
- Sets educational and personal goals and maintains an ongoing self evaluation.

Strengths:

Concerns:

Recommendations:

Competencies related to assessment of student learning--The teacher:

- Utilizes valid testing techniques based on the identified objectives.
- Demonstrates initiative and responsibility in changing situations.
- Considers student developmental level and previous experiences in establishing desired objectives.
- Uses preassessment techniques to identify needs.
- Allows for individual or group differences in determining assessment criteria.

Strengths:

Concerns:

Recommendations:

Competencies related to interpersonal relations--The teacher:

- Interacts positively with students and establishes good rapport.
- Uses language appropriate to the age level of learners.
- Maintains a positive teacher-pupil relationship when dealing with students.
- Promotes positive peer relationships.
- Provides appropriate activities for consideration of values, feelings, and attitudes related to concepts and skills.
- Expresses satisfaction with the growth of the students.
- Conveys a positive feeling about self.
- Interacts and communicates effectively with parents and staff.
- Treats students firmly and fairly while maintaining respect for their worth as individuals.
- Helps students to understand and accept their similarities and differences.
- Shows awareness of the growth and development patterns characteristic of the group taught.
- Exhibits a sense of humor.
- Accepts and/or uses ideas of students.

Strengths:

Concerns:

Recommendations:

Competencies related to classroom management--The teacher:

- Develops classroom guidelines based on student needs and input.
- Selects a variety of methods of discipline considering individual student differences.
- Allows students to participate in decision making when appropriate.
- Models behaviors consistent with desired student behaviors.
- Handles disruptive or off-task behavior appropriately.
- Practices consistency in disciplinary decisions, thus avoiding preferential treatment.
- Maintains flexibility and adjusts to unexpected situations and changes with a minimum of difficulty.
- Provides an environment conducive to learning.
- Arranges materials and supplies for accessibility to teacher and students.
- Provides a physical room arrangement that is attractive and safe as circumstances permit.
- Makes an effort to include all students through participation, eye contact, and feedback.
- Practices and encourages courteous and respectful behavior.
- Gives clear, explicit directions to students.
- Is careful for the safety of students.

Strengths:

Concerns:

Recommendations:

ESU #11 ENTRY-YEAR ASSISTANCE PROGRAM

Pre-Conference

Teacher's Name _____ Date _____

LESSON OBJECTIVE

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2. Is there anything special I should know ahead of time about this class?

ENTRY YEAR ASSISTANCE PROGRAM

FULL COMMITTEE CONFERENCE MEETING No. 2 3 4 (Circle)

ENTRY YEAR TEACHER _____

DATE _____

COMMITTEE _____

_____

STRENGTHS:

ITEMS CHOSEN BY TEACHER AND COMMITTEE FOR GROWTH: